

THE
OUTLOOK
WRITING
SYSTEM

NUMBER 5

O.P. BARNES - CHICAGO

GENERAL DIRECTIONS

POSITION—Let the pupil sit before the desk in an easy, natural position and always in an attitude favorable to full, normal respiration and circulation. Both feet should be placed under the middle of the desk and should rest squarely on the floor. Place the paper directly in front of the body so that its lower edge forms an angle of about $22\frac{1}{2}$ degrees (one-fourth of a right angle) with the edge of the desk nearest the pupil. The hand should, when holding the pen, rest on the nails of the third and fourth fingers, with the penholder pointing in the direction of the shoulder of the writing arm. Attention to these simple requirements at the outset will contribute much to success later and will aid the pupil in avoiding wrong habits which once fixed are difficult to correct.

STYLE—The present demand is that writing shall be done with a firm, uniform line, and that there shall be neither shading nor flourish. Writing of this sort is not only more legible but is also more rapidly and easily executed, and is more pleasing to the eye. Pens with points slightly rounded are best adapted for this purpose as they produce the required strength of line without pressure.

SLANT—The slant of the writing of the Outlook System is $22\frac{1}{2}$ degrees (one-fourth of a right angle) to the right of a vertical. Pupils should be instructed to prepare a standard measure of slant with which to compare and correct their own writing, by cutting away one-fourth of a right angle from the upper left-hand corner of a card or paper. A simple means of correcting faulty slant in the pupil's writing is to increase the angle of the paper with the edge of the desk if the writing is too

nearly vertical, and to *diminish* the angle if the writing has too much slant.

MOVEMENT—While the first writing of the pupil is done mainly with the thumb and the first and second fingers, this movement is inadequate for later use. The pupil should be led by instruction and practice on the exercises furnished to combine with it the power and freedom obtained by using the muscles of the forearm. Tracing the Movement Exercises with a dry pen, followed by pen and ink in the Practice Books, and by writing crosswise a page already written, as shown in the cut below, using a gliding movement, will be found very helpful.

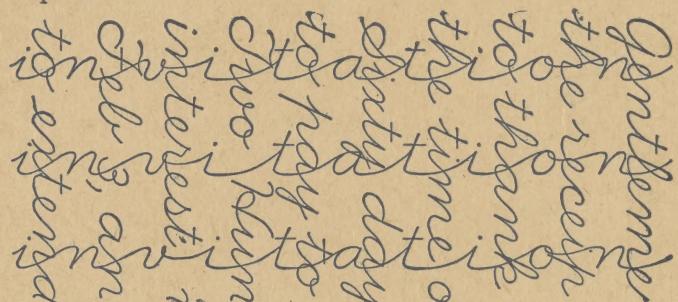


FIGURE DRILLS—The Figure Drills are designed to give ease and accuracy in all number-work, and as a supplement to the Movement Exercises. They afford a ready means for varying and adding interest to the routine of the writing period. Before beginning a Figure Drill instruct the pupils to neatly rule the writing page into columns or squares as required by the copy; then let the pupils write from dictation, the teacher pronouncing the number, slowly at first, but gradually increasing the speed as the year advances.

And I have many a lifelong leafy friend,
That knows I hate the axe, and welcomes me.

Low laurel shrub and drooping fern,
Transfigured, blaze where'er I turn.

Even Japan far surpasses the United States in the care of its forests.

The swamp-oak, with his royal purple on,
Glares red as blood across the sinking sun.

Ye whose hearts are fresh and simple,
Who have faith in God and Nature.

The maple-swamps glow like a sunset sea,
Each leaf a ripple with its separate flush.

And the Fir-Tree tall and somber,
Sobbed through all its robes of darkness.

When the box-tree, white with blossoms,
Made the sweet May woodlands glad.

Down he hewed the boughs of Cedar,
Shaped them straightway to a frame-work.

Lay aside your cloak, O Birch-Tree!
Lay aside your white-skin wrapper.

The gleaming tree-bolls, ice embossed,
Hold up their chandeliers of frost.

Quite recently our government has set aside several extensive forest reserves.

Who sows a field, or trains a flower,
Or plants a tree, is more than all.

Vast quantities of timber are destroyed
annually in this country by forest fires.

Boughs where the thrush, with crimson breast,
Shall haunt and sing and hide her nest.

And, oh, the joy I feel to lie, care-free,
Beneath broad maples that the robins love.

Our sequoia trees are surpassed in size
only by the eucalyptus of New Zealand.

Stood the groves of singing pine-trees,
Green in Summer, white in Winter.

The birch, most shy and ladylike of trees,
Her poverty, as best she may, retrieves.

20
B-V

Probably the finest forests in the world
are found in the valley of the Xingu river.

Rose the black and gloomy pine-trees,
Rose the firs with cones upon them.

Nature with folded hands seemed there
Kneeling at her evening prayer!

23
B - V

0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8
9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7
8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6

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PLAN OF WORK

THE OUTLOOK WRITING SYSTEM—The material of the Outlook Writing System is published in two forms: as a series of Writing Books, seven in number; and as a set of seven Outlook Envelopes, to be used with the Outlook Practice Books or with practice paper. The copies contained in the envelopes, Nos. 1, 2, 3, 4, 5 and 6, are identical, grade for grade, with those in the corresponding numbers of the writing books. Outlook Envelope No. 7 contains a set of graded Movement Exercises for use in upper grammar grades and in the commercial departments of high schools.

FIRST GRADE—During the first half-year the writing of the pupil should be done with crayon on the blackboard, from copy written by the teacher. These lessons may include, besides the simpler letters of the alphabet, the free-hand drawing of plane figures, such as ovals, circles, parallelograms, etc. For the second half-year the pupils should be provided with Practice Book A and a very soft lead pencil. The work of establishing the correct forms of the small letters should be carried on step by step, from the simple forms of *i* and *u*, to the more difficult loop letters, such as *l*, *h*, *q*, and *f*.

SECOND GRADE—Writing Book (or Outlook Envelope) No. I; Practice Book A. First Week: Five lines of page one. This will involve considerable work at the board by the pupil and the average equivalent of twenty lines in the Practice Book. Second Week: Complete page one and two lines of page two. The amount of practice-writing necessary will vary with the different pupils, but should be from two to four times the amount accepted by the teacher and written in the writing book. Third Week: Three lines per day. Fourth Week, and thereafter: Four lines of finished and accepted writing each day. Begin each recitation with a short preliminary drill on the movement exercise of copy 24, using a dry pen only.

THIRD GRADE—Writing Book (or Outlook Envelope) No. 2; Practice Book A. First Week: page one of the writing book. Second Week: page two. Third Week, and thereafter: four lines daily. Give constant attention to the position of the body, hand and pen of the pupil, to the end that only *right* habits in these particulars shall be *natural*.

FOURTH and FIFTH GRADES—Writing Books (or Outlook Envelopes) Nos. 3 and 4 respectively; Practice Book B. Follow the general assignment of work for Third Grade, but increase the amount of practice-writing, with special stress on figure drill and movement. Aim to secure an easy, relaxed movement of finger and hand and to avoid all gripping or tight-holding of the pen that results in cramp or fatigue.

SIXTH and SEVENTH GRADES—Writing Books (or Outlook Envelopes) Nos. 5 and 6, respectively; Practice Book C. As more practice is necessary at the beginning of these books, the first week should be given to page one; thereafter three couplets i.e. six lines, should be completed daily. In executing the movement exercises do not attempt to secure a whole-arm movement, but rather a combined finger and forearm motion that shall result in a rhythmic glide.

EIGHTH GRADE—Writing Book No. 7; Practice Book D. The lessons of this number will, on the average, require three days each. Begin with two days careful practice of lesson one. At the end of that time probably more than one half the class will be prepared to enter their work in the writing book. While they are doing this the teacher should give attention to the less proficient pupils, advancing them to the writing book as rapidly as they are qualified. The movement exercises in Outlook Envelope No. 7 should be used frequently in connection with the writing lessons of this number.

CAPITAL LETTERS.

a B C D E F G H I
J K L M N O P R S T
U V W X Y Z

SMALL LETTERS.

a b c d e f g h i j k l m n o
p q r s t u v w x y z

FIGURES, CHARACTERS, ETC.

1 2 3 4 5 6 7 8 9 0
? ! % € \$ @ &